

2008 Summer Residential Governor's School (SRGS) Mentorship Application

Information Page

Use this application to apply for these mentorships:

- ✓ Engineering at NASA.NIA
- ✓ Marine Science at VIMS

Please Note: A separate application now exists for students applying to the Agriculture; Humanities; Life Sciences and Medicine; and Mathematics, Science, and Technology programs.

Please do not use this application for those programs.

For division information, please contact the gifted education coordinator whose contact information is available at the following Web site:

www.doe.virginia.gov/VDOE/Instruction/Gifted/gectable.pdf

Students must key in the data on the first page of this application for clarity and accuracy.

A contact's name and information are required on page 1 to enable the Department or the director of the Governor's School to confirm or clarify information.

**2008 SUMMER RESIDENTIAL GOVERNOR'S SCHOOL (SRGS)
MENTORSHIP APPLICATION**

APPLICANTS MUST KEY THIS PAGE FOR CLARITY AND ACCURACY.

☒ I attend ☐ Public School ☐ Private School ☐ Home School

APPLICANT INFORMATION: Provide **all** requested information.

Personal Information			
First Name		Date of Birth	
Middle Name		Nickname	
Last Name			
Home Address			
City		Virginia	ZIP
Home Telephone		Student's E-mail	

PROGRAM CHOICE: Mark only **one** choice.

Mark	Program
	Engineering/NASA.NIA (NASA.NIA)
	Marine Science/VIMS (VIMS)

HIGH SCHOOL INFORMATION: Complete **all** requested information.

High School		HS Contact Name and E-mail	
School Address			
City/State/ZIP			
Telephone		Fax Number	
Public School Students Only			
Division Name		School Division DOE Code	

STUDENT STATEMENT:

The decision to apply for Governor's School is my own. I want to participate fully in the program. If selected, I will abide by the rules and expectations explained in the program descriptions and all other expectations provided by the program director. The responses contained in this application are my own work and are truthfully offered.

SIGNATURE OF APPLICANT

DATE

FOR OFFICIAL USE ONLY BY GIFTED EDUCATION COORDINATORS: Indicate student's score and rank.

Score _____

Rank _____

Applicant's Full Name	
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ALL APPLICANTS MUST COMPLETE INFORMATION ON THIS PAGE.

CAREER HIGHLIGHTS: ACTIVITIES, RESEARCH AND HONORS

In the three sections that follow, list accomplishments that highlight your positions of leadership or intellectual activities. Higher scores will be awarded to activities/programs in which you hold a position of leadership, and to research, study, presentations, and competitions associated with extra-curricular clubs, community groups, national organizations, etc.

Activities/Programs

List the three most significant activities/programs in which you have participated **during the past three years that relate to your area of interest**. Include the complete name of the organization, sponsoring agency, or group. Also, describe the time involved and any leadership position you have held. Under "Year" indicate the calendar year of the training or activity. If you need more space, attach a second sheet. Please explain any acronyms that you use.

Activity and Organization	Position Held	Time Involved	Year
<i>Example:</i> <i>Mu Alpha Theta</i>	<i>Vice President</i>	<i>6 hours/week</i>	<i>2007</i>
1.			
2.			
3.			

Research/Study Experiences

List the three most significant research/study experiences you have had **in the past three years that relate to your area of interest**. Make sure you include the name of any group, organization, or individual with whom you studied. If you need more space, attach a second sheet.

Study/Brief Description	Teacher	Organization	Time
<i>Example: VJAS project to consider the consequences of fertilizer run-off on the Choctawhatchee River</i>	<i>Jane Doe, Biology</i>	<i>Sample HS</i>	<i>2 semesters, 2006-07</i>
1.			
2.			
3.			

Honors/Recognitions

In this section, please list the three **most significant honors/recognitions** you have received during the last three years in your **area of interest**.

Honor/Recognition	Level of Competition – Regional, State, National, International	Year
<i>Example:</i> <i>Distinguished Scholar, Sample County Kiwanis Club</i>	<i>Local</i>	<i>2007</i>
1.		
2.		
3.		

Applicant's Full Name	
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ENGINEERING/NASA.NIA
APPLICANTS MUST COMPLETE INFORMATION ON THIS PAGE.

NASA.NIA Program: Students must be 16 years of age by **June 23, 2008**, and be a citizen of the United States in order to work at NASA/Langley Research Center. No exception to these policies is permitted.

Have you worked with a mentor during your high school experience? ☐ Yes ☐ No

With whom do/did you work?	
Where do/did you work?	
For how long have you worked with this mentor?	

The NASA.NIA mentorship will place students with mentors from a variety of focus areas on NASA/Langley Research Center and Langley Air Force Base. Mentors in the past have come from the following areas:

- Aeronautical Engineering
- Computer Science
- Electrical Engineering
- Materials Science
- Mechanical Engineering

NASA.NIA MENTORSHIP ESSAY

Students must respond to the prompts below as the essay component for the application. The essay should be 300-500 words (approximately two pages of double-spaced 12-point type, with a 1" margin on each side). Include your name in the upper right-hand corner of each page of the essay. Number the pages 3a and 3b and place them in the final academic application **after this page**. You should review the rubric below and consider each of the areas carefully as you proofread and edit your essay. You may seek advice from appropriate teachers as you draft and revise your essay. This is a graded element worth 12 points.

Composition	1	2	3	4
Central Idea	Missing	Unclear	Weak	Strong
Elaboration	Unclear	Seldom	Some	Appropriate
Organization	Lacking	Random	Lapses	Logical
Unity	Absent	Many digressions	Some digression	Unified
Voice	Silent	Absent	Weak	Controlled
Mechanics	0	1	2	
Sentence Structure	Weak	Some variety	Varied	
Usage	Incorrect	Some incorrect	Consistently correct	
Mechanics	Incorrect	Some incorrect	Consistently correct	

NASA.NIA MENTORSHIP ESSAY TOPIC

Exploration provides the foundation of our knowledge, technology, and resources. The fundamental goal of NASA's *Vision for U.S. Space Exploration* is "to advance U.S. scientific, security, and economic interests through a robust space exploration program," including exploring the solar system, returning to the Moon in the next decade, venturing further into the solar system, and ultimately sending humans to Mars and beyond.

With these goals in mind, describe what roles will be invaluable to the successful completion of these objectives, elaborating on some of the specific contributions these roles would provide to the mission. Discuss the role that your mentorship this summer might play in the success of the mission. Describe relevant research and experience you have had that would assist you in being successful in the role you see for yourself in NASA's mission. Your essay should verify that you have completed research consistent with the VJAS or ISEF methodologies. This essay will be instrumental in matching your interests, research, and experiences with NASA or National Institute of Aerospace personnel.

MARINE SCIENCE/VIMS APPLICANTS MUST COMPLETE INFORMATION ON THIS PAGE.

Final selection of mentorship participants is made by the program and/or site directors and is based on the strength of the application, program needs, and the availability of mentors.

Have you worked with a mentor during your high school experience? ☐ Yes ☐ No

With whom do/did you work?	
Where do/did you work?	
For how long have you worked with this mentor?	

VIMS Program - Indicate your **first and second areas of interest** in the space below.

Rank	Mentorship Focus
	Biological Oceanography/Fisheries Science
	Chemical Oceanography
	Geological Oceanography
	Physical Oceanography
	Wetlands Ecology, Environmental Science, Coastal Law, Marine Resource Management, Advisory Services

VIMS MENTORSHIP ESSAY

Students must respond to the prompts below as the essay component for the application. The essay should be 300-500 words (approximately two pages of double-spaced 12-point type, with a 1" margin on each side). Include your name in the upper right-hand corner of each page of the essay. Number the pages 4a and 4b and place them in the final academic application after this page. You should review the rubric below and consider each of the areas carefully as you proofread and edit your essay. You may seek advice from appropriate teachers as you draft and revise your essay. This is a graded element worth 12 points

Composition	1	2	3	4
Central Idea	Missing	Unclear	Weak	Strong
Elaboration	Unclear	Seldom	Some	Appropriate
Organization	Lacking	Random	Lapses	Logical
Unity	Absent	Many digressions	Some digression	Unified
Voice	Silent	Absent	Weak	Controlled
Mechanics	0	1	2	
Sentence Structure	Weak	Some variety	Varied	
Usage	Incorrect	Some incorrect	Consistently correct	
Mechanics	Incorrect	Some incorrect	Consistently correct	

VIMS MENTORSHIP ESSAY TOPIC

Research activities at VIMS extend from inland watersheds to the ocean. As such, describe an environmental issue that could be relevant to research conducted at VIMS. Discuss the relevance of this issue and the consequences the world might experience if this issue were not studied. Discuss how your mentorship in one of the areas of interest listed in the first table on this page would be important in the study of the issue you have selected. Describe relevant research and experience you have had that would assist you in the study of the issue. Your essay should verify that you have completed research consistent with the VJAS or ISEF methodologies. This essay will be instrumental in matching your interests, research, and experiences with NASA or National Institute of Aerospace personnel.

Applicant's Full Name	
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ALL APPLICANTS AND PARENT/GUARDIAN MUST COMPLETE INFORMATION ON THIS PAGE.

APPLICANT AND PARENT/GUARDIAN ASSURANCES

I, the parent/guardian of _____, permit my son/daughter, if selected, to participate in the 2008 Summer Residential Governor's School. I realize that transportation to and from the Governor's School and spending money for personal expenses must be provided by the participants. I understand that if selected for the program, he/she must abide by the rules and expectations set forth for the school. I further agree that I have been duly informed that LEAVES OF ABSENCE from these programs are allowed only for SEVERE CASES OF MEDICAL AND/OR FAMILY EMERGENCIES. Medical and family emergencies include major illness, hospitalization, or death of an immediate family member or guardian. I also understand that failure to participate in the programs, or unwillingness to abide by the rules and expectations, may be just cause for immediate dismissal.

SIGNATURE OF PARENT/GUARDIAN

DATE

Both student and parent/guardian must initial after having read the following assurances. These constitute the expectations for students who accept invitations to the Summer Residential Governor's School program.

Student Initials	Parent or Guardian Initials	Assurances
		I understand that leaves of absence are granted ONLY in the case of medical or family emergencies as described above. Participants are expected to arrive at the site by the opening ceremony, indicated in the 2008 Student and Parent Guide for Academic Governor's Schools, and remain at the site through the closing ceremony.
		I understand that the programs require concerted academic focus, preparation, and motivation from all participants and that participants are expected to demonstrate the emotional maturity and self-discipline to participate in the activities and to demonstrate respect for self, others, program, and school.
		I understand that participants will be expected to follow the rules and expectations, outlined in the 2008 Student and Parent Guide for Academic Governor's Schools, and any other instructions provided by the program director. These rules and expectations have been thoroughly read and are understood.
		I understand that each nominee and division gifted education coordinator/private school regional coordinator will be mailed acceptance and alternate information mid-April 2008, and that no information will be available before that date.
		I understand that possession of tobacco, alcohol, or non-prescription drugs will result in participant's immediate dismissal from the program and that participants are also subject to any disciplinary action that the sponsoring school division or private school chooses to invoke. Certain infractions may also result in legal consequences as outlined in the <i>Code of Virginia</i> .
		I understand that previous participants of any Summer Residential Governor's School program (including Governor's Foreign Language Academies) shall not apply for or participate in the Summer Residential Governor's School program; and I am not applying for a 2008 Governor's Foreign Language Academy or for another Summer Residential Governor's School.
		I certify that I am a resident of the Commonwealth of Virginia and eligible for a free, public education in the Commonwealth.
		I understand failure to provide complete and accurate medical and prescription information may result in immediate dismissal from the program.
		I certify that these are my truthful responses to these assurances.

Applicant's Full Name	
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INFORMATION ON THIS PAGE MUST BE COMPLETED BY THE APPROPRIATE CONTENT AREA TEACHER.

TEACHER RECOMMENDATION A

This recommendation must be made by a person in the student's area of interest who can assess his/her current abilities, preferably a teacher who has taught the student in a course closely related to the selected program. There are two required parts to the recommendation: a rating scale and a narrative.

RATING SCALE TEACHER A

1. What course or program of studies has the student taken under your supervision? In what year(s)?

2. Please estimate the extent to which the student has demonstrated in your class(es) the qualities listed below. Use the scale from 0-2 as indicated. Be sure to respond to all qualities; items omitted are included as a zero when computing a score. Please use only whole number values.

0=Good (Above Average)

1=Excellent (Top 10 Percent)

2=Outstanding (Top 2-3 Percent)

SCORE

1. Motivation and initiative
2. Self-direction
3. Intellectual curiosity
4. Independence of thought
5. Originality of ideas
6. Use of higher-level thinking skills
7. Attitude toward learning
8. Ability to contribute to a group process
9. Willingness to accept ideas of others
10. Emotional stability, maturity, and self-discipline
11. Openness to new experiences
12. Cooperative behavior
13. Respect and tolerance for the views of others

Subtotal A (out of 26)

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NARRATIVE TEACHER A

Teachers, please complete the narrative portion of the recommendation using specific examples from your work with this student to indicate how the student demonstrates these qualities: ability to work cooperatively and meaningfully in groups; openness to new and diverse situations; goals for academic growth; creativity; and intellectual and social maturity. Please print your narrative on school, personal, or professional letterhead. Sign and date both the printed rating scale and narrative and return them to the guidance office or as otherwise directed.

SIGNATURE OF TEACHER

PRINTED NAME

DATE

E-MAIL ADDRESS

PHONE #

Applicant's Full Name	
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INFORMATION ON THIS PAGE MUST BE COMPLETED BY THE APPROPRIATE CONTENT AREA TEACHER.

TEACHER RECOMMENDATION B

This recommendation must be made by any adult (outside of the student's family) who currently serves or has served within the last calendar year as a sponsor or mentor in the student's field of interest and who knows him /her well. There are two required parts to the recommendation: a rating scale and a narrative.

RATING SCALE TEACHER B

1. What course or program of studies has the student taken under your supervision? In what year(s)?

2. Please estimate the extent to which the student has demonstrated in your class(es) the qualities listed below. Use the scale from 0-2 as indicated. Be sure to respond to all qualities; items omitted are included as a zero when computing a score. Please use only whole number values.

0=Good (Above Average)

1=Excellent (Top 10 Percent)

2=Outstanding (Top 2-3 Percent)

SCORE

- | 0=Good (Above Average) | 1=Excellent (Top 10 Percent) | 2=Outstanding (Top 2-3 Percent) | SCORE |
|--|------------------------------|---------------------------------|-------|
| 1. Motivation and initiative | | | |
| 2. Self-direction | | | |
| 3. Intellectual curiosity | | | |
| 4. Independence of thought | | | |
| 5. Originality of ideas | | | |
| 6. Use of higher-level thinking skills | | | |
| 7. Attitude toward learning | | | |
| 8. Ability to contribute to a group process | | | |
| 9. Willingness to accept ideas of others | | | |
| 10. Emotional stability, maturity, and self-discipline | | | |
| 11. Openness to new experiences | | | |
| 12. Cooperative behavior | | | |
| 13. Respect and tolerance for the views of others | | | |

Subtotal A (out of 26)

NARRATIVE TEACHER B

Teachers, please complete the narrative portion of the recommendation using specific examples from your work with this student to indicate how the student demonstrates these qualities: ability to work cooperatively and meaningfully in groups; openness to new and diverse situations; goals for academic growth; creativity; and intellectual and social maturity. Please print your narrative on school, personal, or professional letterhead. Sign and date both the printed rating scale and narrative and return them to the guidance office or as otherwise directed.

SIGNATURE OF TEACHER

PRINTED NAME

DATE

E-MAIL ADDRESS

PHONE #

Applicant's Full Name	
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**INFORMATION ON THIS PAGE MUST BE COMPLETED BY APPROPRIATE SCHOOL AND
DIVISION PERSONNEL**

Confidential Information

PRINCIPAL/HEAD OF SCHOOL RECOMMENDATION

I hereby certify that this student is qualified and genuinely interested in attending the Summer Residential Governor's School.
I recommend this applicant.

Signature of Principal/Head of School

Printed Name

Date

School Name

Public School DOE Code

GIFTED EDUCATION COORDINATOR/REGIONAL COORDINATOR RECOMMENDATION

I hereby certify that this student is qualified and genuinely interested in attending the Summer Residential Governor's School.
I further certify that the nominee's attendance and discipline records have been reviewed and that information has been
taken into appropriate consideration. I thereby recommend this student for consideration.

Signature of Gifted Education or Regional Coordinator

Printed Name

Date

Name of School Division

Private School Region

Email Address

Telephone

Division/Regional Selection Committee
Name

Date of Meeting:
Position

1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	_____	_____
11.	_____	_____
12.	_____	_____
13.	_____	_____
14.	_____	_____

Applicant's Full Name

**INFORMATION ON THIS PAGE MUST BE COMPLETED BY THE GIFTED EDUCATION OR
REGIONAL COORDINATOR**

2008 SUMMER RESIDENTIAL GOVERNOR'S SCHOOL ACADEMIC SCORES PAGE

I. CAREER HIGHLIGHTS: ACTIVITIES, RESEARCH, & HONORS

1 or 2 points possible per activity/program; no more than 3 may be counted. _____ (6 max)

1 or 2 points possible per research/study experience; no more than 3 may be counted. _____ (6 max)

1 or 2 points possible per honor/recognition; no more than 3 may be counted _____ (6 max)

TOTAL I: (_____ Activities) + (_____ Research) + (_____ Honors) = (18 max)

II. ESSAY EVALUATION

Reader One: Rate as ☐ 6 ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1

Reader Two: Rate as ☐ 6 ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1

TOTAL II: [(_____ Reader One) + (_____ Reader Two)] x 2 = (24 max)

III. TEACHER RECOMMENDATIONS (Pgs. 20-23)

Rating Scale:

[Teacher A _____ (26 max) + Teacher B _____ (26 max)] divided by 2 = _____ (26 max)

Narrative Evaluation:

[Teacher A _____ (6 max) + Teacher B _____ (6 max.)] multiplied by 2 = _____ (24 max)

TOTAL III: [(_____ Rating Scale) + (_____ Narrative)] multiplied by .52 = (26 max)

Round to the nearest tenth.

IV. APPLICANT APTITUDE AND ACHIEVEMENT

Mark the correct response in each category. Include test information below. Use scale (8, 7, 6, 5, 4 or 3) to assign points to each category.

Measured Ability	Measured Achievement	Grade Point Average	Course Difficulty
(99-98%) <input type="checkbox"/> 8	(99-98%) <input type="checkbox"/> 8	4.0-3.8 <input type="checkbox"/> 8	Early college scholar... <input type="checkbox"/> 8
(97-95%) <input type="checkbox"/> 7	(97-95%) <input type="checkbox"/> 7	3.7-3.5 <input type="checkbox"/> 7	Challenging... <input type="checkbox"/> 7
(94-90%) <input type="checkbox"/> 6	(94-90%) <input type="checkbox"/> 6	3.4-3.0 <input type="checkbox"/> 6	Moderate degree... <input type="checkbox"/> 6
(89-85%) <input type="checkbox"/> 5	(89-85%) <input type="checkbox"/> 5	2.9-2.5 <input type="checkbox"/> 5	General program... <input type="checkbox"/> 5
(84-80%) <input type="checkbox"/> 4	(84-80%) <input type="checkbox"/> 4	2.5-2.0 <input type="checkbox"/> 4	
(<80%) <input type="checkbox"/> 3	(<80%) <input type="checkbox"/> 3	<2.0 <input type="checkbox"/> 3	

TOTAL IV: _____ + _____ + _____ + _____ = (32 max)

Measured Ability Test: _____

Date Taken: _____

Measured Achievement Test: _____

Date Taken: _____

GRAND TOTAL: (Add Totals of Parts I + II + III + IV) = (100 max)

Round only to the nearest tenth; eg. 92.3